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ABSTRACT

A project identified those skills that are necessary for disadvantaged youth to make a successful transition from school to work and disseminated resource materials for use in helping vocational educators plan and develop school-to-work transition skills development programs. Data from a literature search and interviews with vocational educators and employers resulted in the identification of transition skills in the following areas: pre-employment (communication, information processing, decision making, reading, writing, computation, personal skills, and career exploration skills); employment search (job search, job application, test taking, and interview skills); and post-employment (job and daily living skills). These skills were validated by a group of 21 experts in the field and 12 employers. Also identified were materials, approaches, and model programs for delivery of transition skills to disadvantaged youth. A resource handbook of exemplary approaches and materials was disseminated to vocational teachers, counselors, and administrators throughout Pennsylvania and nationally. Included in the dissemination phases of the project was the development of a series of seminars for vocational instructors. (The youth employability bibliography and list of transition skills are appended.) (MN)

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THE
PENNSYLVANIA
STATE
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OF
VOCATIONAL
EDUCATION

FINAL REPORT

SCHOOL-TO-WORK TRANSITION SKILLS FOR DISADVANTAGED YOUTH

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Pennsylvania Department of Education
Bureau of Vocational Education
(Project No. 94-1004)

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August 1981

Volume 19, Number 3

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ABSTRACT

Introduction

The Division of Occupational and Vocational Studies of The Pennsylvania State University has funded a project entitled: "School-to-Work Transition Skills for Disadvantaged Youth." Funding for this project was obtained through the Pennsylvania Department of Education, The Bureau of Vocational Education.

This project sought to identify those skills which are necessary for disadvantaged youth to make a successful transition from school to work. In addition, this project focused on the identification of resource materials and exemplary programs which could aid vocational educators in the planning and delivery of school-to-work transition skills.

Objectives

1. Identify school-to-work transition skills through interviews with vocational staff and reviews of literature.
2. Validate the transition skills identified with vocational program staff and employers.
3. Identify materials and approaches to assist in the delivery of transition skills to disadvantaged youth.
4. Disseminate a resource handbook of exemplary materials and approaches to vocational teachers, administrators, counselors, and others.
5. Disseminate a list of transition skills to vocational teachers and administrators in Pennsylvania and nationally.
6. Conduct at least 15 seminars for vocational instructors on the infusion of school-to-work transition skills in vocational education for disadvantaged youth.

Procedures

A review of the literature was conducted and vocational educators and employers were contacted in order to develop a list of school-to-work transition skills for disadvantaged youth. These skills were then evaluated and critiqued by educators and employers. Additional materials, resources and exemplary programs which relate to school-to-work transition skills were identified and evaluated by the project staff. Plans were established for the dissemination of materials and project evaluation forms were developed.

Results

A review of the literature resulted in the compilation of a "Youth Employment Bibliography" and a list of school-to-work transition skills. The list of transition skills was combined with sources of information pertaining to exemplary programs along with appropriate resource materials applicable to the delivery of the skills. The product resulting from this project was a document entitled, Handbook for the Implementation of School-to-Work Transition Skills for Disadvantaged Youth. Copies of this document were presented to vocational educators during a series of seminars. Additional copies were distributed throughout the State of Pennsylvania as well as nationally. Favorable comments have been received regarding the usefulness of the Handbook.

DISCLAIMER

This activity was supported in whole or in part by the United States Department of Education, Department of Health, Education and Welfare through the Pennsylvania Department of Education (PDE), Bureau of Vocational Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education, Pennsylvania Department of Education (PDE), or the Bureau of Vocational Education and no official endorsement should be inferred.

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Special appreciation goes to Borden Emshoff for his overall assistance with the development of the Handbook for the Implementation of School-to-Work Transition Skills for Disadvantaged Youth. Our gratitude is also extended to Unal Ay, Marge Hillis and Mehmet Kulahci for their help with this project and to Dr. Catherine Batsche who served as a third party evaluator.

And finally, special attention must be given to the vocational teachers, employers and publishers who graciously contributed ideas and materials for use in this project.

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CHAPTER I

INTRODUCTION

Statement of the Problem

By all objective measures, transition of youth from school to work is one of the most troublesome aspects of the rites of passage in this country. Youth unemployment has always been high relative to other cohorts. For instance, although unemployment for all age groups in the labor force declined between 1977 and 1978, the youth unemployment rate remained unchanged at about 16 percent (Rones & Leon, 1979). Unemployment rates for non-white youth in urban areas are often three or more times as high as the already high rate for all youth. These unemployment figures are merely proxy measures for the problems youth encounter in finding and adjusting to work in an adult society after many years in complusory education.

Some analysts view youth employment problems with reserve. They assert that these problems are part of growing up, are a natural consequence of being fresh on the labor market, and, in summary, pose no long lasting problems for society and for the youth who experience them. However, contrary evidence is emerging on the enduring affects of youth unemployment problems. Stephenson (1979), for example, found that youth unemployment leads to more frequent and longer adult unemployment as well as to lower adult wage rates. As a result, youth employment problems exact current and future costs on society in the form of increased transfer payments, lower income tax revenues, and productivity losses. Individual costs to youth are particularly exacerbating since most youth view legal work as the key to desired lifestyles, an opportunity for personal

expression, and a contribution to the community.

The successful transition from school to work depends upon many factors. The ability of local labor markets to absorb school leavers affects the smoothness of this transition. The level of minimum wages causes employers to carefully consider the payoff for hiring new labor force entrants. Of course, the quality of general and specific training received in the schools also determines the employability of youth.

Another important source of disturbance in the transition from school to work goes beyond the condition of local labor markets, minimum wage legislation and the quality of youth preparation for specific work roles. Youth are frequently ill-prepared to conduct a productive job search, to participate in a successful interview, or to adjust to the work rules, standards, and social and communication networks to which they must adhere on their first jobs. Disadvantaged youths probably feel the results of these deficits in transition skills more than other youths.

With the passage of the Education Amendments of 1976, there has been increased emphasis on the delivery of services to disadvantaged learners, however, the majority of work has focused on in-school programs, curricular materials, counseling services, and coordination strategies. Only recently has vocational education begun to address the serious problem of providing disadvantaged youth with skills to make the transition from in-school programs to successful employment.

Therefore, this project attempted to aid vocational teachers in the identification, evaluation, and implementation of the skills, resources, and programs which will be beneficial to disadvantaged youth in the successful transition from school to work.

Statement of Objectives

Based on the statement of the problem, the objectives of the project were as follows:

1. Identify school-to-work transition skills through interviews with vocational staff and reviews of literature.
2. Validate the transition skills identified with vocational program staff and employers.
3. Identify materials and approaches to assist in the delivery of transition skills to disadvantaged youth.
4. Disseminate a resource handbook of exemplary materials and approaches to vocational teachers, administrators, counselors, and others.
5. Disseminate a list of transition skills to vocational teachers and administrators in Pennsylvania and nationally.
6. Conduct at least 15 seminars for vocational instructors on the infusion of school-to-work transition skills in vocational education.

Priority Areas

The project addresses goal VII, and specifically reflects subgoals 7.3, 1-2 and 7.3, 1-4, in accordance with the Pennsylvania State Plan for Vocational Technical Education Programs for Fiscal Year 1981.

CHAPTER II

REVIEW OF THE LITERATURE

A primary element in developing materials to aid disadvantaged youth in the transition from school-to-work centered around: 1) understanding the characteristics of disadvantaged learners, and 2) identifying those skills which are necessary to make a successful transition from school to work. Therefore, an underlying goal of the literature review was to generate a framework built around the needs of disadvantaged learners and apply those needs to what a search of the literature would identify as the skills necessary to make a successful transition into the work force. A final goal of the literature search sought to identify the problems youth experience in seeking employment, and relate those issues to the programs and resources now available for disadvantaged learners.

Characteristics of the Disadvantaged

There is an abundance of literature concerning the characteristics of the disadvantaged, along with a great variation regarding the specifics of these characteristics and the causes which produce them. Some of the earlier research led the disadvantaged to be described primarily from an economic standpoint, but later thinking such as that of Fantini and Weinshein (1968), subscribed to the belief that, "the meaning of disadvantaged must be broadened to include all those who are blocked in any way from fulfilling their human potential" (p. 4).

With that broad definition in mind, a number of research efforts have looked at a variety of characteristics which may be attributed to

the disadvantaged. Overall, disadvantaged learners may be described as culturally, socially, educationally and economically deprived (Oaklief, 1971; White, 1971; Walsh & Totten, 1976). Generally, the disadvantaged are below grade level in school achievement and their conceptual and reasoning ability is also below that of their peers.

When the element of being culturally deprived was examined by Riessman (1962), it was determined that culturally deprived individuals were lacking in interpretation skills as well as reading and communication skills. Similarly, the psychologically disadvantaged were seen by Eisenberg (1967) as persons who lack a competitive nature which enable them to achieve from an individual, rather than a group oriented force. Support for these characteristics also comes from Cordasco and Bucchione (1972) who perceive the disadvantaged as having feelings of helplessness and dependency.

In addition to these factors, a composite picture of the disadvantaged person suggests that the environmental characteristics of the individual should also be considered. Strom (1966) described the home life of the disadvantaged to be lacking in viable family interaction and verbal exchange. In the home, emphasis is on daily survival rather than long range goals and planning (Le Shan, 1965). Moreover, Eisenberg (1967) found that children from disadvantaged families received less parental attention and were left to their own resources at an earlier age than were children from homes not classified as disadvantaged.

When comparing disadvantaged children with those of middle-class children it is important to distinguish between differences and deficiencies. Although disadvantaged children are often born into a culturally different family environment, there is no evidence to show that disadvantaged children are inherently less intelligent than more privileged children

(Eisenberg, 1967). They simply enter the school environment less prepared, and therefore, may anticipate failure at a very early age (Deutsch, 1963).

In conclusion, when examining the general characteristics of the disadvantaged, the literature suggests that it is important to recognize the fact that disadvantaged learners are not all alike. Among students there will be variations in the cultural and socio-economic backgrounds, as well as their values and abilities. For this reason, the disadvantaged may best be characterized by Pantini and Weinstein (1968). They stated:

> "The disadvantaged cannot be defined by race, residence, jobs, or behavior alone. Although we tend to think first of such districts as Harlem, disadvantaged are to be found also in small towns, in the rural slums of back woods Appalachia, in the Spanish borough of El Paso, on American Indian reservations--or on the fashionable streets of Scarsdale. They are black, white, red, and yellow; with or without parents; hungry or overfed; they are the children of the jobless, the immigrant workers, or the unemployed. The only thing they have in common is that all are left out of the process which purports to carry all human kind, regardless of background, feelings of potency, self-worth, connection with others, and concern for the common good. Anyone deprived of the means to reach out to these human goals is disadvantaged, for it is the purpose of our democratic social institution to advance the development of these human goals for all people."

Failure in human goal attainment is therefore a reflection of institutional failure and, until our social institutions in general, and the schools in particular, are equipped to satisfy these goals, full human development is thwarted. Until then we are disadvantaged. Our focus will, of necessity be on the most obvious instititional casualties, but the implications for all should be recognized (p. 5).

Identifying School-to-Work Transition Skills

In trying to identify the most salient skills needed by disadvantaged youth in order to make a successful transition from school to work, the literature is extremely lacking. Few emperical studies are available for review, and those that have been published do not reflect the needs

of the disadvantaged learner.

One recent study (Richards, 1980) did attempt to assess employers' perception of the relative importance of nine previously identified successful transition skills, as well as the deficiency of these skills in today's employed youth. A questionnaire was distributed to members of local service clubs, such as Rotary and Kiwanis, to collect data regarding topics such as: the employee attribute considered most important to employers in general and the relative importance of previous job experience and personal attributes. In general, Richards determined that employers viewed the possession of successful transition skills as more important than previous work experience.

While this study provided some support for the importance of transition skills for youth, it did not contribute to determining just what those skills should be. However, an effort to fill this gap was undertaken by Nelson (1976-77) who attempted to identify the competencies workers need in order to maintain an occupation. This was accomplished by an extensive search of current occupational literature, as well as through information gathered from educators, students and workers. In all a list of 500 skills was compiled. This list was then examined by over 300 individuals who determined what the following 27 basic skills are necessary for minimum acceptable performance in an occupation:

1. punctuality
2. dependability
3. getting along with others
4. working as a team member
5. organizing the work activities of others
6. understanding written information
7. basic writing skills
8. basic speaking skills
9. being neat and clean in appearance
10. maintaining good health
11. knowing your strengths and weaknesses
12. giving an honest day's work

13. loyalty to your organization
14. making independent decisions
15. using initiative and imagination
16. knowing what is expected
17. basic arithmetic skills
18. knowing how to use materials and equipment
19. locating information
20. having specialized training
21. knowledge of operating procedures
22. following instructions
23. working without close supervision
24. working under pressure
25. adjusting to work situations
26. managing time and materials effectively
27. following safety regulations

Following up on Nelson's effort was a study (O'Neill & Nelson, 1976), conducted to determine workers' perceptions of the importance of these 27 basic skills in maintaining their own occupations. The data revealed that regardless of the precise occupations, most of the skills were considered important to the workers included in the study.

Two additional studies (Hanson, 1975; Scanlan, 1977) were conducted to determine the opinions of students and parents as well as teachers, counselors and school administrators with regard to the importance of teaching occupational survival skills. The results of these studies indicate a high level of agreement among the various groups concerning the fact that certain skills should be taught in the schools, but some disagreement regarding the importance of specific skills.

Overall, the literature pertaining to the identification of school-to-work skills is sparse. A general assessment of the current situation is reflected in this statement by Robert Taggart (1976):

> "After more than a decade of experimentation with employment and training programs for youth, however, the magic formulas for assessing needs and prescribing services remain elusive. Further work might yield greater specification, and this is certainly critical, but the problem is fundamentally one of the diversity of youth and the difficulty of looking into their future. Uncertainty will be a fact of life for some-time, and it may well be that there is no Rosetta stone." (p. 135)

Programs and Resources Relating to Transition Skills

During the last decade, a review of the literature has shown that a wealth of materials and programs have been developed to teach vocational and technical skills and help prepare students for future occupations. However, few materials and programs have focused on teaching transition skills to students, and even fewer programs are specifically aimed at helping disadvantaged youth make a successful transition from school-to-work. For the most part, emperically based studies are lacking in this area, so at present there is little evidence to document the best way to implement teaching transition skills.

An effort to augment this void in the literature was undertaken by Campbell, Garbin, Feldmann, and Jackson (1967) who gathered data from vocational educators in an attempt to:

1) identify major problems youth face in the school-to-work transition,

2) identify materials which would help in solving problems,

3) solicit suggestions and recommendations as to what should be done.

A wide variety of responses were received and numerous workers' adjustment problems were identified. The following factors were identified as the most important problems related to making a successful transition from school to work:

1. Lack of responsibility, maturity, and self-discipline
2. Unrealistic aspirations and expectations
3. Poor attitudes towards work and working
4. Inability to cope with real climate of work
5. Lack of initative, self-confidence and motivation

Following up on this early effort by Campbell et al. was a study conducted by Handley, (1977) to determine whether school and work related attitudes of students enrolled in model programs for training disadvantaged differed significantly from students who did not participate in vocational

education programs.

Another goal of Handley's (1977) was to compare the affective characteristics of disadvantaged students from exemplary vocational programs with those of nondisadvantaged students in regular vocational education programs. A number of attitudinal and work-related variables were assessed, and it was found that special needs programs were closely associated with the development of more positive attitudes in disadvantaged students. Moreover, disadvantaged students in quality programs expressed more positive attitudes towards vocational studies than those students enrolled in regular vocational programs.

Possibly one of the most thorough attempts to evaluate the existing literature pertaining to youth employment and training programs was done by Mangum and Walsh (1978). They attempted to define which approaches are most effective with youth of varying ages and economic backgrounds, but their effort was hindered by the paucity of effective programs. In spite of the lack of research in this area, Mangum and Walsh formulated the following conclusions regarding programs and transition skills:

1. Work experience without various kinds of program enrichment is ineffective.
2. Public service employment and subsidized private sector employment are the most effective of all approaches in enhancing employability as long as the jobs are well-designed and supported.
3. Counseling is useful if it emphasized employability.
4. Teaching job search skills is very worthwhile.

Mangum and Walsh conclude that youth unemployment is likely to remain high, even if programs are well designed, because of the long period of time from the classroom to the labor market.

In conclusion, it may be said that the literature pertaining to transition skills, programs and resources which relate to the successful employment of disadvantaged youth is in the early stages of development. More emperically based research needs to be conducted and more effective programs and creative materials need to be developed to enhance the transition of youth from school to work.

CHAPTER III

PROCEDURES

The procedures for the project were designed to accomplish the objectives stated in Chapter I. In accordance with this, the procedures have been divided into five parts. Each segment will begin with an objective of the project and will be followed by a discussion of the procedures employed.

Objective 1: Identify school-to-work transition skills through interviews with vocational staff and a review of literature.

A review of the literature was conducted to establish the need for a transition skills manual and to identify the transition skills that could be included on an initial skill list. A computer generated bibliography was obtained from the Bibliographic Retrieval Services (BRS)/ERIC Datalease. Additional information was obtained from the reference sections of selected texts dealing with topics of employability and disadvantaged youth. Staff interviews were also conducted to identify ongoing projects and materials that might not have been identified through the search process.

Vocational educators were identified who could be interviewed concerning the skills they considered to be necessary transition skills. A letter was sent to the 21 Directors of the AVTS in the Center Region of the State (See Appendix A). The letter described the project and requested a list of names of vocational teachers who had expertise in the area of disadvantaged youth.

Objective 2: Validate the transition skills identified with vocational program staff and employers.

The list of transition skills was sent to 21 experts in the field of vocational education of the disadvantaged. The reviewers were asked to critique the list of skills and to make any additions and deletions that were needed. The letter of request was sent to reviewers on January 8. 1981 and a response was requested by January 23, 1981 (Appendix D).

The list of transition skills was also given to 12 employers in the state for their review and comments. Follow-up interviews were conducted with these employers.

Objective 3: Identify materials and approaches to assist in the delivery of transition skills to disadvantaged youth.

Efforts were made to identify materials and exemplary programs that would correspond to the list of transition skills identified in Objectives 1 and 2. Commercial materials were requested from 260 publishers (Appendix E). Publishers were asked to submit free copies, loan copies, or catalogs that were relevant to transition skills. A similar letter was sent to State Directors of Vocational Education and State Consultants for the Disadvantaged in an effort to obtain materials developed through funded projects in each state (Appendix F). The letters sent to the State Consultants also included a request for recommendations for exemplary programs/approaches. Finally, 55 special programs were identified from the ERIC System and letters were sent to each program director requesting materials, information, and approaches related to transition skills.

Objective 4: Disseminate a resource handbook of exemplary materials and approaches to vocational teachers, administrators, counselors, and others.

Objective 5: Disseminate a list of transition skills to vocational teachers and administrators in Pennsylvania and nationally.

It was decided to disseminate the outcomes of the project in one manual. Therefore Objectives 4 and 5 were combined. The combined information of the transition skills list and the resource handbook allowed for the development of a cross-reference system for relating skills to resources.

Objectives 6: Conduct at least 15 seminars for vocational instructors on the infusion of school-to-work transition skills in vocational education for disadvantaged youth.

The developmental timeline of the project provided that 15 seminars would be conducted in April and May, 1981. On October 10, 1981, a letter was sent to the Directors of the AVTS and IU's introducing the plan to conduct the seminars and requesting volunteers to host the seminars (Appendix A). An abstract of the project was also included with the letter (Appendix I). Contacts were made with each AVTS or IU that agreed to serve as a host site to conduct a seminar at the location. Plans were made to provide each participant with a copy of the manual. As the project progressed, it was concluded that it would be advantageous to the project and to the participants if the transition skills seminars were combined with the dissemination activities of a related project for disadvantaged youth, i.e., the Employability Skills Curriculum Guide (ESCG), Reading Skills Curriculum Guide (RSCG), and the Math Skills Curriculum Guide (MSCG). The staff of the two projects coordinated their planning efforts and developed a seminar series that provided for the joint dissemination of four products.

CHAPTER IV

FINDINGS

The findings of this project are represented in two sections. The first section consists of five segments which correspond to the objectives of this project. The remainder of this chapter contains the report of the third-party evaluator.

Section I: Objectives and Findings

Objective I was:

1. Identify school-to-work transition skills through interviews with vocational staff and reviews of literature.

Two computer generated bibliographies were generated from the BRS/ERIC Search. One hundred and twenty-nine (129) citations were obtained from a search conducted on August 12, 1980. An additional 56 citations were obtained from a search conducted on August 13, 1980. The abstracts from the BRS/ERIC searches and the non-computer generated references were reviewed by the project staff. Two products resulted from the review of the literature:

(1) Youth Employment: A Bibliography (Appendix B)

(2) List of 300 Transition Skill Statements, Preliminary Draft (Appendix C)

The Youth Employment Bibliography was a 20 page document that included approximately 375 entries. Research studies and conceptual articles were selected for inclusion in the bibliography following a review of the study and the subsequent determination that the study was relevant to the topic of transition skills for the disadvantaged.

The second product that was developed as a result of the review of the literature was the list of school-to-work transition skills for

disadvantaged youth. The preliminary draft was divided into three major categories:

I Pre-Employment Skills

II Employment Search Skills

III Post-Employment Skills

A sumary of the subcategories and number of skills contained within each category is specified in Table I.

Fourteen responses were received from the 21 letters sent to AVTS directors. Each response provided the names of two persons who had expertise in working with disadvantaged students. Ten persons were contacted and interviews were conducted by phone or in person. The purpose of these interviews was to verify the information found in the review of the literature.

Objective II was:

2. Validate the transition skills identified with vocational program staff and employers.

Of the total number of persons asked to critique the list of transition skills, responses were received from 10 of the 21 educational experts and 11 of the 12 employers. As a result of the review process, interview process, and consultation process, the list of transition skills was refined. The final list contained a total of 125 statements under the three major categories.

Objective III was:

3. Identify materials and approaches to assist in the delivery of transition skills to disadvantaged youth.

One hundred and thirty-nine (139) responses were received from the commercial publishers. The majority of publishers sent materials for review by the project staff. A library of materials was established in

TABLE I
SCHOOL-TO-WORK TRANSITION SKILLS
PRELIMINARY DRAFT
SUMMARY

I Pre-Employment Skills

1.1 Educational
1.1.1 Communication Skills (22)
1.1.2 Information Processing, Problem Solving, and Decision Making Skills (11)
1.1.3 Reading Skills (22)
1.1.4 Writing Skills (2)
1.1.5 Computation Skills (9)

1.2 Personal Skills
1.2.1 Personal Characteristics (20)
1.2.2 Behavioral characteristics (16)

1.3 Occupational Exploration
1.3.1 Knowledge Factors (9)
1.3.2 Choosing a Career (3)

II Employment Search Skills

2.1 Job Search
2.1.1 Locating Job Openings (5)
2.1.2 Researching Companies, Products, Services, and Personnel (2)

2.2 Job Application

2.3 Employment Tests (0)

2.4 Job Interviews (9)

III Post Employment Skills

3.1 Work Related Skills
3.1.1 Company Knowledge Factors (18)
3.1.2 Employee Characteristics (29)

3.2 Living
3.2.1 Manages Personal Finances (9)
3.2.2 Maintaining a Residence (8)
3.2.3 Being a Wise Consumer (7)
3.2.4 Business Agreements (17)
3.2.5 Personal Health and Safety (5)
3.2.6 Using Community Resources (27)
3.2.7 Good Citizenship Practices (7)

Numbers in parenthesis indicate the number of statements found in the literature related to the subcategory.

the project office for further review and evaluation.

In response to the exemplary program identification request, it was decided to disseminate information from established sources/networks. Six resources were selected for inclusion in the final document:

1. National Diffusion Network
2. Exemplary Programs For The Disadvantaged: A Report of a National Study
3. Assessment of Need in Programs of Vocational Education For The Disadvantaged and Handicapped: Compendium of Descriptions of Exemplary Programs
4. Vocational/Career Education Programs For Persons With Special Needs
5. Educational Opportunities Through Federal Assistance Programs
6. Career Education Programs For The Disadvantaged

The six resources provided more than 500 descriptions of exemplary programs in the United States.

As materials were received, they were reviewed and classified according to their potential for utilization with disadvantaged learners. A sample review form is included as Appendix G. This information was later coded and included in the transition skills manual to correspond to each skill statement.

Objective IV was:

4. Disseminate a resource handbook of exemplary materials and approaches to vocational teachers, administrators, counselors, and others.

Objective V was:

5. Disseminate a list of transition skills to vocational teachers and administrators in Pennsylvania and nationally.

The product that resulted from the initial phases of the project was entitled: Handbook For The Implementation of School-to-Work Transition Skills For Disadvantaged Youth. The 160 page document consisted of five major sections:

(1) A listing of school-to-work transition skills for disadvantaged youth;

(2) sources of information pertaining to exemplary programs for disadvantaged youth;

(3) resource materials applicable to the delivery of the skills;

(4) a listing of general information sources, and

(5) a bibliography of references used in the construction of the handbook.

One thousand copies of the handbook were printed and 960 had been disseminated at the time of this writing. (See Objective 6 for a description of the dissemination strategies utilized.)

An evaluation instrument was developed for distribution with the Handbook (Appendix H). Since the evaluation was optional, a limited number of responses were returned. Those who did respond indicated that the information presented in the Handbook was useful.

Informal evaluation activities revealed some areas of concern on the part of potential users. Comments were obtained from some vocational educators that they did not feel that the teaching of transition skills was within their realm of responsibility. Some educators expressed concern over the lack of time to incorporate such skills into their curriculum. The most frequently expressed concern dealt with the teacher's inability to identify and serve the disadvantaged student.

Objective VI was:

6. Conduct at least 15 seminars for vocational instructors on

the infusion of school-to-work transition skills in vocational education for disadvantaged youth.

Nine positive responses were received from the October 10 letter requesting volunteers to host the seminars. During the month of April follow-up phone calls were made and a total of 21 seminar locations was obtained. The 21 seminars were held at the site of an AVTS or Intermediate Unit. The list of seminar locations and dates is included in Appendix J. The seminars were jointly conducted by the project staff for the Transition Skills Project and the staff for the Curriculum Guide series. The total number of educators attending the seminars was 153. A summary of the number of participants by job title is given in Table II.

TABLE II

Seminar Participants

Job Title	Number
Curriculum Specialists	20
Counselors	15
Teachers	78
Administrators	24
Coordinators	16
	153

Following each seminar, a dissemination report was completed (Appendix K). The dissemination report included the names of each participant, their job title, and comments related to the seminar presentations. Each participant was given a copy of the Transition Skills Handbook, as well as copies of the Reading Skills Curriculum Guide. One copy of the Employability Skills Curriculum Guide was left at each host site.

A copy of an evaluation form was given to each person who received a Handbook. Recipients were asked to return the evaluation forms after they had the opportunity to utilize the Handbook. In addition to the dissemination seminars described in Objective 6, copies of the Handbook were disseminated to the following persons and agencies:

1. Directors of the Pennsylvania AVTS
2. Directors of the Intermediate Unit Districts
3. National Newtwork For Curriculum Coordination in Vocational and Technical Education
4. VEIN System
5. Regional Offices of Education
6. State Directors For Vocational Education
7. State Directors For Career Education
8. ERIC System
9. State Coordinators For Disadvantaged Programs
10. Regional Resource Centers
11. Professional Associations
12. National Diffusion Network Facilitators
13. National Center for Research in Vocational Education
14. Interview Participants from Objective 1

A total of 960 copies of the Handbook were disseminated.

Section II: Third Party Evaluation

A third-party evaluation of the project took place on the campus of The Pennsylvania State University on May 28-29, 1981. The purpose of the evaluation was to provide both an on-site review and a summative evaluation of the project. This evaluation was conducted by Dr. Catherine Batsche, Research Director of the Handicapped and Disadvantaged Project of Illinois State University.

The evaluation process included the following activities:

1. Interviews with the project directors and project staff.
2. Review of the project proposal
3. Review of the materials developed throughout the project.
4. Review of evaluation data.
5. Review of the dissemination process.

The following conclusions and recommendations reflect the findings of the third-party evaluator:

Project Overview

The Handbook For The Implementation of School-to-Work Transition Skills For Disadvantaged Youth is a high quality document. The developmental procedures utilized by the project staff were methodical and comprehensive. Each section of the Handbook provides a useful document in itself. The unique quality of the Handbook is the organizational scheme used to relate the transition skills to the resources. The "Resource Material Characteristics" section of the handbook should be a valuable aid to teachers who wish to develop or improve instruction related to transition skills.

Staff Evaluation

Specifically, the evaluator would like to commend the project staff for:

(1) the synthesis of the literature relating to transition skills,

(2) the development of the transition skills list,

(3) the identification of related materials,

(4) the cross-reference system relating skills to materials to characteristics,

(5) the completion of a comprehensive document that can be used as a basis for further research, inservice, and instructional improvement.

The project staff discussed the frustration they experienced during the first stage of the project. The review of the literature did not produce a sound research base for product development. The problem was described to be threefold:

1. There was no research base that addressed the validation of transition skills in terms that related skill competency to success or failure on the job. The numerous lists of transition skills had been generated from personal experience but had little documentation to support the skill listing.

2. There was no research to indicate how comprehensive the list should be. Different authors included various numbers of categories and skills and there was little research to document the essential categories.

3. There was some difficulty determining if the transition skills needed by disadvantaged students were any different from those needed by students who were not disadvantaged.

Because of the lack of a research base, the project staff decided to compile the available information into a synthesis of skills discussed in the literature. It was suggested by the project staff that additional research is needed in the field. It is felt that the Handbook developed in this project could provide the basis for future research and validation of skills.

Concerns and Recommendations

The evaluator has no specific concerns about the development of the Handbook or its dissemination. Expanded inservice activities in future years will allow increased utilization. It is felt that these efforts should continue to be directed toward teachers in local schools to provide for greater impact with students.

It should be noted that the States of South Carolina and Illinois have requested permission to duplicate the Handbook for dissemination in these states. The adoption of the Handbook by other states speaks for the quality of the project activities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to identify school-to-work transition skills and compile materials and identify resources which would assist vocational educators in their task of improving the delivery of school-to-work transition skills for special needs learners.

One of the major outcomes of the project resulted in a document entitled, Handbook For The Implementation of School-to-Work Transition Skills For Disadvantaged Youth. In addition to the Handbook, which is not included as part of the Appendices, but is available under separate cover, a "Youth Employment Bibliography" was also compiled.

The project also resulted in the completion of a composite list of transition skills needed to make a successful transition from school to work. Moreover, existing exemplary programs were identified and appropriate resource materials were evaluated for use by vocational educators.

Conclusions

The conclusions of this study are based on discussions with the project staff, the evaluation report of the third party evaluator, and input obtained from educators who were included in the on-site seminars as part of the dissemination process.

The overall consenses of this project indicates that it was a worth-while endeavor that has resulted in a number of useful resources. Both teachers and administrators frequently commented on the fact that the Handbook was very well organized and easy to use. Several educators expressed appreciation for the cross-reference approach of the Handbook,

which made it easy to connect the transition skills with appropriate materials.

There was general agreement that the seminar process of disseminating the materials of the project was helpful to all concerned. It gave vocational educators the opportunity to provide feedback and express concerns regarding the process of helping disadvantaged students, and it gave the project staff an opportunity to evaluate first hand the reaction to the Handbook.

In conclusion, it may be said that this project has provided resources which will improve vocational educators' planning and delivery of transition skills, and thereby increase the effectiveness of existing job placement programs. In so doing, this project will also contribute to sex and race equity by improving the current uneven distribution of disadvantaged youth in this area. And finally, it can be anticipated that this project will ease unemployment and aid economic development within the Commonwealth by the placement of youth in jobs that are matched to their talents, skills and temperaments.

Recommendations

There is a definite need for a solid research base to be developed regarding the relationship between transition skills and the world of work, especially as it relates to disadvantaged youth. Special attention also needs to be given to longitudinal studies which would help to determine the long-range effects of preparation for careers and later employment. In addition, more research needs to be undertaken to determine the optimum stages of readiness for effectively utilizing school-to-work transition skills.

With regard to the project at hand, it is recommended that there be a continuation of in-service activities, and these in-service sessions should be held at vocational education sites. It is also suggested that there continues to be increased emphasis on developing materials, resources and programs which will benefit disadvantaged youth in vocational settings.

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APPENDIX A

LETTER SENT TO DIRECTORS
OF AVTS IN CENTER REGION

34 THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

October 10, 1980

The Pennsylvania State University is conducting a study of school-to-work transition skills for disadvantaged youth. A portion of the study entails the compilation of a list of identified school-to-work transition skills and the validation of the skills with selected vocational educators and employers. An abstract of the study is enclosed for your review.

The resource handbook of exemplary materials addressed in this abstract should be of particular interest to you. The handbook will be designed to enable vocational administrators, teachers, counselors, and others, to include the delivery of transition skills with existing instructional programs.

We plan to conduct a series of seminars on the infusion of the school-to work transition skills into vocational education for disadvantaged youth. The seminars will be conducted next spring, and will involve Pennsylvania vocational administrators and teachers. Although seminar sites have not yet been selected, we are planning to conduct at least 15 seminars at various state-wide locations. Perhaps we can consider your school as a prospective site?

We are presently selecting vocational educators to help identify transition skills for youth. The educators we select will have experience working with disadvantaged youth. They will, we anticipate, be thoroughly familiar with the special needs of disadvantaged youth, particularly those needs associated with the school-to-work transition. Would you recommend two of your staff members for interviewing? The interviews will be conducted either by phone or at your school, by a representative of the University.

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

Page 2

Re: School-to-Work Transition Skills

Please complete the enclosed reply form and return it in the envelope provided. Your interest and cooperation is appreciated.

Thank you.

Yours truly,

Frederick G. Welch
Professor-in-Charge
Vocational-Industrial Education

FGW/kbs

Encls.: Abstract
Reply Form

I recommend that you interview the following persons:

Name: _____

Position: _____

Telephone: _____

Interview Mode: On-site / Phone (Please circle desired mode.)

Name: _____

Position: _____

Telephone: _____

Interview Mode: On-site / Phone (Please circle desired mode.)

Individual completing this form:

Name: _____

Position: _____

School Name and Address: _____

_____

_____

I do/do not desire to host a seminar. Please do/do not contact me at a later date.

Comments:

APPENDIX B

YOUTH EMPLOYMENT:

A BIBLIOGRAPHY

YOUTH EMPLOYMENT:

A BIBLIOGRAPHY

Compiled by

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APPENDIX C

PRELIMINARY DRAFT:

LIST OF TRANSITION SKILLS STATEMENT

1. PRE-EMPLOYMENT

1.1 EDUCATIONAL

1.1.1 COMMUNICATION SKILLS

1.1.1.1 Speak clearly and articulately using correct grammar
1.1.1.2 Give directions clearly and accurately
1.1.1.3 Make accurate oral reports of visual observations
1.1.1.4 Communicate effectively by telephone
1.1.1.5 Give organized and informative oral presentations
1.1.1.6 Correctly interpret oral instructions and directions
1.1.1.7 Correctly interpret visual instructions and directions
1.1.1.8 Correctly interpret written instructions and directions
1.1.1.9 Plan and develop visual presentations
1.1.1.10 Adjudge the temperament, mood, and intent of a speaker
1.1.1.11 Interpret body language--gestures, etc., relative to conversation
1.1.1.12 Adjust speech and mannerisms to different, formal and informal situations
1.1.1.13 Begin, conduct, and end a conversation with individual persons or groups
1.1.1.14 Criticize without degrading or belittling
1.1.1.15 Give oral praise
1.1.1.16 Gracefully accept and acknowledge oral criticism
1.1.1.17 Question orally, directions, reports, and presentations
1.1.1.18 Accept orally, the gratitude, praise, and appreciation of others
1.1.1.19 Demonstrate orally, a sense of humor
1.1.1.20 Demonstrate tact and poise when speaking in stressful situations
1.1.1.21 Accept orally, the rejection of others
1.1.1.22 Evaluate oral reports--news, etc.

1.1.2 INFORMATION PROCESSING, PROBLEM SOLVING, AND DECISION-MAKING SKILLS

1.1.2.1 Collect and organize data
1.1.2.2 Use data sources
1.1.2.2.1 Libraries
1.1.2.2.2 Business
1.1.2.2.3 Bureaus
1.1.2.2.4 Civic organizations
1.1.2.2.5 Businesses

1.1.2.2.6 Individuals
1.1.2.2.7 Government
1.1.2.2.8 Organizations
1.1.2.2.9 Professional, civic, and fraternal associations
1.1.2.2.10 Publications

1.1.2.3 Analyze information and define problems

1.1.2.4 Identify possible solutions and alternatives

1.1.2.5 Make decisions in terms of relative criteria

1.1.2.6 Implement plans

1.1.2.7 Evaluate and modify plans, using feedback

1.1.2.8 Devise plans, new ideas, and better ways of doing things

1.1.2.9 Deal with situations through abstractions-not through responding directly to sensory stimulation

1.1.2.10 Reconcile conflicting demands

1.1.2.11 Reconcile conflicts of interest

1.1.3 READING SKILLS

1.1.3.1 Read and comprehend

1.1.3.1.1 Newspapers
1.1.3.1.2 Journals
1.1.3.1.3 Magazines
1.1.3.1.4 Newsletters
1.1.3.1.5 Advertisements
1.1.3.1.6 Contracts
1.1.3.1.7 Agreements
1.1.3.1.8 Reports
1.1.3.1.9 Memorandums
1.1.3.1.10 Notices
1.1.3.1.11 Messages
1.1.3.1.12 Certificates
1.1.3.1.13 Licenses
1.1.3.1.14 Labels
1.1.3.1.15 Directions
1.1.3.1.16 Maps
1.1.3.1.17 Instructions
1.1.3.1.18 Procedures
1.1.3.1.19 Operating manuals
1.1.3.1.20 Technical manuals
1.1.3.1.21 Catalogs
1.1.3.1.22 Signs

1.1.4 WRITING SKILLS

1.1.4.1 Write legibly, using correct grammar and spelling

1.1.4.2 Prepare written

1.1.4.2.1 Letters (personal and business)
1.1.4.2.2 Reports
1.1.4.2.3 Summaries
1.1.4.2.4 Memorandums
1.1.4.2.5 Messages
1.1.4.2.6 Notes
1.1.4.2.7 Notices
1.1.4.2.8 Directions

1.1.5 COMPUTATION SKILLS

1.1.5.1 Perform basic numerical calculations; addition, subtraction, multiplication, and division with whole numbers, fractions, and decimals

1.1.5.2 Calculate percentages, ratios, and proportions

1.1.5.3 Use metric measurement in calculations and conversions

1.1.5.4 Perform numerical measurement scale conversions

1.1.5.5 Estimate relative numerical magnitudes

1.1.5.6 Compare numerical values to determine extremes, central characteristics and trends

1.1.5.7 Use electronic calculators

1.1.5.8 Prepare graphs, charts, and tables

1.1.5.9 Read and interpret graphs, charts, and tables

1.2 PERSONAL

1.2.1 PERSONAL CHARACTERISTICS

1.2.1.1 Punctual
1.2.1.2 Diligent
1.2.1.3 Self-confident
1.2.1.4 Dependable
1.2.1.5 Persistent
1.2.1.6 Attentive
1.2.1.7 Prepared
1.2.1.8 Polite
1.2.1.9 Courteous
1.2.1.10 Poised
1.2.1.11 Cooperative
1.2.1.12 Patient
1.2.1.13 Sensible
1.2.1.14 Tactful
1.2.1.15 Trustworthy
1.2.1.16 Helpful

1.2.1.17 Friendly
1.2.1.18 Considerate
1.2.1.19 Respectful
1.2.1.20 Flexible

1.2.2 BEHAVIORAL CHARACTERISTICS: DEMONSTRATE

1.2.2.1 A respect for authority
1.2.2.2 A sense of responsibility
1.2.2.3 Initiative
1.2.2.4 Good Judgment
1.2.2.5 Integrity
1.2.2.6 Attention to detail
1.2.2.7 A positive attitude
1.2.2.8 Realistic expectations
1.2.2.9 A neat, clean, and appropriate appearance
1.2.2.10 Boldness, when appropriate
1.2.2.11 An awareness of
1.2.2.12.1 Physiological needs
1.2.2.12.2 Social needs
1.2.2.12.3 Self-esteem needs
1.2.2.12.4 Self-actualization needs
1.2.2.13 A positive self-concept
1.2.2.14 Respect for the property of others
1.2.3 Manage time effectively
1.2.4 Control impulses
1.2.5 React appropriately to authority
1.2.6 Handle mistakes effectively
1.2.7 Accept criticism
1.2.8 Strive to remain out of trouble
1.2.9 Learn from failure
1.2.10 View other people as individuals
1.2.11 Be aware of strengths and weaknesses
1.2.12 Accept rejection
1.2.13 Anticipate consequences of personal actions
1.2.14 React appropriately to agression
1.2.15 Interact effectively with other persons
1.2.16 Cope with stress

1.3 OCCUPATIONAL EXPLORATION

1.3.1 KNOWLEDGE FACTORS

1.3.1.1 Occupations

1.3.1.1.1 Information sources
1.3.1.1.2 Occupational organizations

1.3.1.2 Professions

1.3.1.2.1 Information sources
1.3.1.2.2 Professional organizations

1.3.1.3 Apprenticeships

1.3.1.3.1 Trades
1.3.1.3.2 Trade Unions
1.3.1.3.3 Obtaining an apprenticeship

1.3.1.4 Government Service

1.3.1.4.1 Civil (local & federal)
1.3.1.4.2 Military (active & reserve)

1.3.1.5 Educational opportunities

1.3.1.5.1 College
1.3.1.5.2 Vocational training
1.3.1.5.3 Home-study options
1.3.1.5.4 Adult Education
1.3.1.5.5 Life-long learning

1.3.1.6 Occupational outlook for

1.3.1.6.1 High school drop outs
1.3.1.6.2 High school graduates
1.3.1.6.3 Technical school graduates
1.3.1.6.4 Junior college graduates
1.3.1.6.5 College graduates

1.3.1.7 Workers and laws

1.3.1.7.1 Social security
1.3.1.7.2 Unemployment compensation
1.3.1.7.3 Workmen's compensation
1.3.1.7.4 Worker's rights & responsibilities
1.3.1.7.5 Safety regulations
1.3.1.7.6 Health regulations
1.3.1.7.7 U.S. judicial system
1.3.1.7.8 Legal assistance services
1.3.1.7.9 Alien workers
1.3.1.7.10 Work permits

1.3.1.8 Workers and Economics

1.3.1.8.1 Economic systems
1.3.1.8.2 Production and consumption of goods and services
1.3.1.8.3 Profits and losses
1.3.1.8.4 Competition and prices
1.3.1.8.5 Supply and demand
1.3.1.8.6 Recession and inflation
1.3.1.8.7 Credit and the economy

1.3.1.8.8 Labor organizations and the economy
1.3.1.8.9 Taxes--financing the government
1.3.1.8.10 Government regulatory agencies
1.3.1.8.11 Financial institutions

1.3.1.9 Workers and politics

1.3.1.9.1 Principles of a democratic government
1.3.1.9.2 Studies of federal, state, and local government
1.3.1.9.3 Political parties
1.3.1.9.4 Workers political power
1.3.1.9.5 Responsibilities of citizens

1.3.2 CHOOSING A CAREER

1.3.2.1 Occupational preference

1.3.2.2 Self-assessment

1.3.2.2.1 Aptitudes
1.3.2.2.2 Abilities
1.3.2.2.3 Interests
1.3.2.2.4 Values
1.3.2.2.5 Needs
1.3.2.2.6 Values

1.3.2.3 Career plans

1.3.2.3.1 Career guidance services
1.3.2.3.2 Developing a career plan which leads to a goal
1.3.2.3.3 Making a career choice based on self-assessment and needs

2. EMPLOYMENT SEARCH

2.1 JOB SEARCH

2.1.1 LOCATING JOB OPENINGS

2.1.1.1 Employment agencies

2.1.1.1.1 Government
2.1.1.1.2 Proprietary

2.1.1.2 Newspapers

2.1.1.3 Yellow pages

2.1.1.4 Direct to employers

2.1.1.5 Personal contacts

2.1.2 RESEARCHING COMPANIES PRODUCTS, SERVICES, AND PERSONNEL

2.1.2.1 Information services

2.1.2.2 Identifying contacts

2.2 JOB APPLICATIONS

2.2.1 Letters of enquiry

2.2.2 Letters of application

2.2.3 References

2.2.4 Application forms

2.2.5 Social security cards

2.2.6 Work permits

2.2.7 Licenses

2.2.8 Resumes

2.3 EMPLOYMENT TESTS

2.4 JOB INVERVIEWS

2.4.1 Appearance

2.4.2 Attitude

2.4.3 Work record

2.4.4 References

2.4.5 Aptitude

2.4.6 Training

2.4.7 Education

2.4.8 Pay

2.4.9 Credit references

3. POST-EMPLOYMENT

3.1 WORK RELATED SKILLS

3.1.1 COMPANY KNOWLEDGE FACTORS

3.1.1.1 Company structure (chain of command)
3.1.1.2 Company function (products and services)
3.1.1.3 Pay and benefit plans
3.1.1.3.1 Merit raises
3.1.1.3.2 Health plan
3.1.1.3.3 Dental plan
3.1.1.3.4 Life insurance plan
3.1.1.3.5 Stock options
3.1.1.3.6 Profit sharing
3.1.1.3.7 Credit union
3.1.1.3.8 Payroll deductions
3.1.1.3.8.1 Benefits
3.1.1.3.8.2 Taxes
3.1.1.3.8.3 Union dues
3.1.1.3.8.4 Social security
3.1.1.3.9 Expense accounts
3.1.1.3.10 Educational benefit plans
3.1.1.3.11 Training plans
3.1.1.4 Employee promotion policy
3.1.1.5 Union membership
3.1.1.5.1 Structure
3.1.1.5.2 Dues
3.1.1.5.3 Meetings and obligations
3.1.1.6 Company career paths
3.1.1.7 Apprenticeships available
3.1.1.8 Safety procedures
3.1.1.9 Emergency procedures
3.1.1.10 On-site health care
3.1.1.11 Physical fitness requirements
3.1.1.12 Company rules and regulations
3.1.1.13 Security of company plans and procedures
3.1.1.14 Procedures for solving work problems
3.1.1.15 Procedures for reporting sick
3.1.1.16 Procedures for requesting a raise
3.1.1.17 Procedures for registering a grievance
3.1.1.18 Procedures for obtaining certification of skills acquired on-the-job

3.1.2 EMPLOYEE CHARACTERISTICS

3.1.2.1 Demonstrate effective leadership

3.1.2.2 Assume responsibility
3.1.2.3 Maintain poise
3.1.2.4 Display sense of humor
3.1.2.5 Use failure constructively
3.1.2.6 Display motivation
3.1.2.7 Give an honest days work
3.1.2.8 Maintains credibility
3.1.2.9 Handles stress effectively
3.1.2.10 Adjusts to changes in work conditions
3.1.2.11 Tactfully accepts or declines overtime work requests
3.1.2.12 Demonstrates loyalty to company
3.1.2.13 Tactfully handles frustration at work
3.1.2.14 Properly registers grievance
3.1.2.15 Participates in work related social activities
3.1.2.16 Works effectively without supervision or with limited supervision
3.1.2.17 Maintains a good attendance record
3.1.2.18 Reports to work on time
3.1.2.19 Completes all assigned tasks
3.1.2.20 Follows directions correctly
3.1.2.21 Asks questions when confused
3.1.2.22 Demonstrates a willingness to improve personal capabilities and acquire new skills
3.1.2.23 Is a productive employee
3.1.2.24 Works effectively as a team member
3.1.2.25 Demonstrates a positive attitude toward work
3.1.2.26 Gets along with other employees
3.1.2.27 Contributes to employee morale
3.1.2.28 Demonstrates reasonable expectations
3.1.2.29 Demonstrates concern for company welfare

3.2 LIVING

3.2.1 MANAGES PERSONAL FINANCES

3.2.1.1 Bank services

3.2.1.1.1 Savings accounts
3.2.1.1.2 Checking accounts
3.2.1.1.3 Direct
3.2.1.1.4 Automatic bill paying services
3.2.1.1.5 Financial counseling

3.2.1.2 Credit union services

3.2.1.3 Savings and loan association services

3.2.1.4 Finance companies

3.2.1.5 Borrowing money

3.2.1.5.1 Loan types
3.2.1.5.2 Collateral
3.2.1.5.3 Interest rates
3.2.1.5.4 Installment contracts
3.2.1.5.5 Credit cards

3.2.1.6 Life insurance

3.2.1.6.1 Requirements for
3.2.1.6.2 Types
3.2.1.6.3 Costs
3.2.1.6.4 Loans

3.2.1.7 Budget preparation and maintenance
3.2.1.8 Credit record
3.2.1.9 Credit references

3.2.2 MAINTAINING A RESIDENCE

3.2.2.1 Locating apartments and houses

3.2.2.2 Rental agreements and leases

3.2.2.3 Responsibilities of renters

3.2.2.4 Renter's insurance

3.2.2.5 Obtaining utilities' services

3.2.2.6 Calculating the costs of maintaining a dwelling

3.2.2.7 Sub-leasing

3.2.2.8 Rights of a tenant

3.2.3 BEING A WISE CONSUMER

3.2.3.1 Selecting and purchasing an automobile

3.2.3.2 Selecting and purchasing furniture

3.2.3.3 Identifying deceptive advertising practices

3.2.3.4 Identifying reputable businesses

3.2.3.5 Reporting disreputable businesses

3.2.3.6 Consumer's rights

3.2.3.6.1 Laws
3.2.3.6.2 Contracts
3.2.3.6.3 Reposessiveness
3.2.3.6.4 Small claims courts
3.2.3.6.5 Civil vs. criminal charges

3.2.3.7 Business ethics

3.2.4 BUSINESS AGREEMENTS

3.2.4.1 Locate, hire, and enter into agreements with

3.2.4.1.1 Attorneys
3.2.4.1.2 Physicians
3.2.4.1.3 Dentists
3.2.4.1.4 Contractors
3.2.4.1.5 Travel agents
3.2.4.1.6 Rental agents
3.2.4.1.7 Realtors
3.2.4.1.8 Utility companies
3.2.4.1.9 Insurance agents
3.2.4.1.10 Tradesmen

3.2.3.8 Returning defective merchandise

3.2.3.9 Interpreting sale prices

3.2.3.10 Comparison shopping

3.2.3.11 Unit pricing of food items

3.2.3.12 Prices which are fixed by law

3.2.3.13 Reporting suspected price ceiling violations

3.2.3.14 Recognizing and reporting illegal business practices

3.2.3.14.1 Deceptive packaging
3.2.3.14.2 Bait and switch tactics
3.2.3.14.3 Failure to post prices
3.2.3.14.4 Illegal sales
3.2.3.14.5 Fraud
3.2.3.14.6 Shoddy work
3.2.3.14.7 Unlicensed salespersons

3.2.3.15 Mail order purchases

3.2.3.16 Standard pricing used by small business and tradespersons who provide services

3.2.3.17 Selling posessions

3.2.5 PERSONAL HEALTH AND SAFETY

3.2.5.1 Select a personal physician and dentist

3.2.5.2 Be aware of emergency services available in the community

3.2.5.2.1 Police (local and state)
3.2.5.2.2 FBI
3.2.5.2.3 Hospital
3.2.5.2.4 Ambulance
3.2.5.2.5 Fire

3.2.5.3 Maintain a proper diet

3.2.5.4 Exercise safety procedures in the home

3.2.5.5 Maintain physical fitness

3.2.6 USING COMMUNITY RESOURCES

3.2.6.1 Emergency services
3.2.6.2 Alcohol and drug abuse services
3.2.6.3 Children and youth services
3.2.6.4 Consumer services
3.2.6.5 Education services
3.2.6.6 Employment services
3.2.6.7 Family planning services
3.2.6.8 Family-marriage problems
3.2.6.9 Financial assistance
3.2.6.10 Food services
3.2.6.11 Government offices and agencies
3.2.6.12 Health services
3.2.6.13 Home care services
3.2.6.14 Hot lines
3.2.6.15 Housing
3.2.6.16 Information services
3.2.6.17 Law enforcement and criminal justice
3.2.6.18 Legal services
3.2.6.19 Library services
3.2.6.20 Mental health services
3.2.6.21 Nursing homes
3.2.6.22 Problem pregnancy services
3.2.6.23 Recreational services
3.2.6.24 Transportation services
3.2.6.25 Unfair treatment services
3.2.6.26 Venereal diseases services
3.2.6.27 Volunteer placement services

3.2.7 GOOD CITIZENSHIP PRACTICES

3.2.7.1 Know the responsibilities of citizens
3.2.7.2 Exercise the right to vote -- vote intelligently
3.2.7.3 Keep abreast of local, national, and world events
3.2.7.4 Maintain active membership in civil organizations
3.2.7.5 Maintain family relations
3.2.7.6 Assist other persons through participation in volunteer organizations
3.2.7.7 Maintain active membership in political organizations -- support elected officials

APPENDIX D

LETTER OF REQUEST SENT TO REVIEWERS

74

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

January 8, 1981

We are presently conducting a study at The Pennsylvania State University which entails the compilation of a list of identified school-to-work transition skills for disadvantaged youth and the development of a resource handbook of exemplary materials and approaches for delivering the skills. I am enclosing an abstract of the study for your review.

The transition skills have been identified through a review of the literature and discussions with Pennsylvania vocational educators. A draft of the skills is enclosed.

Could you review the list and give me your comments? We are particularly interested in your overall impression and in any skills you feel we may have overlooked. Also, please mark skills you feel should not be included.

We plan to revise the list upon receipt of your comments. Please feel free to enter your comments directly on the list, and return it in the enclosed envelope. If you have any questions, please call me at (814) 865-8361.

Can I expect to hear from you by the 23rd of this month? Thank you for your assistance.

Sincerely,

Jerry L. Wircenski
Project Co-Director

Encl: Abstract
Skills List
Envelope

Don Foellner

Michelle Landis

Gerald Robine

Thomas H. Watkins

Robert Pare

Barbara H. Kemp

Eleanor E. Bicanich

Nancy Gilgannon

Robert W. Coursin

Leonard Albright

Charlotte Conaway

Dolores Miller

Ruth C. Brown

Gladys Fox

Janet M. Woods

Diane Sobolewski

Rodney F. Tarr

Robert Zimmerman

Donna K. Wood

William D. Halloran

Scott C. Westbrook

APPENDIX E

LETTERS OF REQUEST TO PUBLISHERS

78

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

November 26, 1980

Dear Sir:

The Pennsylvania State University is conducting a study of school-to-work transition skills for disadvantaged youth. The study entails the compilation of a list of identified school-to-work transition skills and the development of a resource handbook of exemplary materials and approaches for delivering the skills.

The resource handbook will be designed to be used by vocational educators in the Commonwealth of Pennsylvania, and by researchers, administrators, and teachers, nationally. Does your company publish materials which can be used in the delivery of the skills? A preliminary list of skills is enclosed for your review. All applicable materials will be referenced or possibly included in the handbook. Can you provide examination copies of applicable materials?

We will appreciate any information you can provide. Should you desire additional information concerning this project, please call (814) 865-8361. The project co-directors are Dr. David Lynn Passmore and Dr. Jerry L. Wircenski.

Thank you.

Sincerely,

Borden M. Emshoff
Project Assistant

BME/rzm

Enclosure: Skills List

APPENDIX F

LETTER SENT TO STATE DIRECTORS
OF VOCATIONAL EDUCATION AND STATE CONSULTANTS
FOR THE DISADVANTAGED

80
THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

September 26, 1980

The Pennsylvania State University is conducting a study of school-to-work transition skills for disadvantaged youth. The study entails the compilation of a list of identified school-to-work transition skills and the development of a resource handbook of exemplary materials and approaches for delivering the skills. The study is discussed in greater detail in the enclosed abstract.

We would appreciate any information or references you can provide. Thank you for your interest and cooperation.

Sincerely,

Borden M. Emshoff
Project Assistant

BME/kbs

Encl.

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX G

SAMPLE REVIEW FORM

_____ Price: _____

82

TITLE: _____

AUTHOR: _____

SOURCE: _____

_____

_____

SUBJECT AREA: _____

SKILLS: _____ Publication Date: _____

_____

FEATURES FOR DISADVANTAGED STUDENTS

0 develops self-worth concept
0 develops world of work concept
0 promotes development of psycho-motor skills
0 provides immediate feedback
0 modifiable instructional format
0 reinforces positive personal/social behavior
0 other _____

PRINT MATERIAL FORMAT

0 hardbound
0 paper bound
0 loose leaf
0 stapled
0 plastic spine
0 number of pages: _____
0 other _____

MATERIAL READABILITY

0 large print format
0 double column copy
0 generous paragraph spacing
0 high interest level motivator _____
0 reading level _____ grade
6 reading level: professional
0 other _____

ILLUSTRATIONS

0 drawings/cartoons
0 photographs
0 charts/graphs
0 B/W
0 Color
0 other _____

INTENDED USE

0 student resource
0 teacher resource
0 administrator resource
0 individual instruction
0 group instruction
0 secondary
0 post-secondary
0 other _____

INSTRUCTIONAL FORMAT

0 subject index
0 bibliography/references
0 performance objectives
0 student activities
0 student work sheets
0 review questions
0 answer key
0 teacher's handbook/manual
0 other _____

NON-PRINT MATERIAL FORMAT

0 film loop/strip 8mm
0 film loop/strip 16mm
0 film reel-to-reel 8mm
0 film reel-to-reel 16mm
0 35mm slide
0 35mm slide w/cassette
0 length _____ min.
0 OH projectuals
0 color
0 B/W
0 games
0 other _____

APPENDIX H

EVALUATION FORM

EVALUATION FORM

Handbook for the Implementation of

School-to-Work Transition Skills for Disadvantaged Youth

Please complete this form by May 20, 1981 and return it to

Dr. Jerry L. Wircenski
Division of Occupational and
Vocational Studies
110B Rackley Building
University Park, PA 16802

Please check one:

I am a teacher _____

I am a guidance counselor _____

Other (please specify) _____

Which section(s) of the Handbook will probably be the most beneficial to you?_____

Was the information presented in this Handbook relevent to your particular program? Yes_____ No_____

In general, did you find the Handbook useful? Yes_____ No_____

What additional comments would you like to add concerning the Handbook?

_____

_____

_____

_____

_____

APPENDIX I

ABSTRACT OF THE PROJECT

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

SCHOOL TO WORK TRANSITION SKILLS FOR DISADVANTAGED YOUTH

Transition of youth from school to work is one of the most troublesome aspects of growing up. Youth unemployment has always been high relative to other cohorts. Unemployment rates for non-white youth in urban areas are often three or more times higher than the already high rate for all youth. Youth unemployment often leads to more frequent and longer adult unemployment, as well as to lower adult wage rates. The problems of youth employment are manifest in society in the form of increased transfer payments, lower income tax revenues, and productivity losses. Individual costs to youth are particularly exacerbating since most youth view legal work as the key to desired lifestyles, an opportunity for personal expression, and a contribution to the community.

The successful transition of youth from school to work is often hampered because youth are frequently ill-prepared to conduct a productive job search, to participate in a successful interview, or to adjust to the work rules, standards, and social and communications networks to which they must adhere on their first jobs. Disadvantaged youths probably feel the results of these deficits in transition skills more than other youths. One of the major tasks facing vocational educators is the identification, evaluation and implementation of transition skills for disadvantaged youth. This project will identify necessary skills in the successful transition from school to work, and it will validate these skills with vocational education staffs.

This project should substantially impact on the school-to-work transition of youth by improving vocational instructors' planning and delivery of transition skills; contributing to sex and race equity by affecting the current uneven distribution of transition problems by race and sex; increasing the effectiveness and efficiency of youth job search activities; reducing transfer payments due to long and recurring youth unemployment; and enabling youth with proper transition skills to secure and adjust to employment.

Major milestones in the project are the identification and validation of transition skills (November, 1980); dissemination of a resource handbook of exemplary materials and approaches (March, 1981); and dissemination of a list of transition skills (April, 1981).

Project Co-directors

David Lynn Passmore
Jerry L. Wircenski

Project Assistant

Borden M. Emshoff
9/80

APPENDIX J

DISSEMINATION PHASE

Dissemination Phase - Peter Irvin

School	Location	Date
Altoona AVTS	Altoona, PA	Friday, May 1, 1981
Lock Haven Office I.U. #10	Lock Haven, PA	Monday, May 11, 1981
Clearfield Co. AVTS	Clearfield, PA	Tuesday, May 12, 1981
Smethport Office I.U. #9	Smethport, PA	Tuesday, May 12, 1981
Wellsboro I.U. #17	Wellsboro, PA	Wednesday, May 13, 1981
Bradford Co. AVTS	Towanda, PA	Wednesday, May 13, 1981
Williamsport Area Community College	Williamsport	Wednesday, May 13, 1981
Lebanon Co. AVTS	Lebanon, PA	Thursday, May 14, 1981
Lancaster Co. Brownstown AVTS	Brownstown, PA	Thursday, May 14, 1981
Lancaster Co. Mount Joy AVTS	Mount Joy, PA	Thursday, May 14, 1981
Lancaster Co. Willow Street AVTS	Willow Street, PA	Thursday, May 14, 1981

Dissemination Phase - Marge Hillis

School	Location	Date
Altoona AVTS	Altoona, PA	Friday, May 1, 1981
Juniata-Mifflin AVTS	Lewistown, PA	Monday, May 4, 1981
Dauphin Co. AVTS	Harrisburg, PA	Monday, May 4, 1981
Harrisburg-Steelton-Highspire AVTS	Harrisburg, PA	Monday, May 4, 1981
Cumberland-Perry AVTS	Mechanicsburg, PA	Tuesday, May 5, 1981
York Co. AVTS	York, PA	Tuesday, May 5, 1981
York Office I.U. #12	York, PA	Tuesday, May 5, 1981
Franklin Co. AVTS	Chambersburg, PA	Wednesday, May 6, 1981
Huntingdon Co. AVTS	Mill Creek, PA	Wednesday, May 6, 1981
SUN AVTS	New Berlin, PA	Thursday, May 7, 1981
Northumberland Co. AVTS	Shamokin, PA	Thursday, May 7, 1981
Columbia-Montour AVTS	Bloomsburg, PA	Thursday, May 7, 1981
Centre Co. AVTS	Pleasant Gap, PA	Friday, May 8, 1981

APPENDIX K

DISSEMINATION REPORT

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

. . . . SKILLS FOR DISADVANTAGED YOUTH

DISSEMINATION REPORT

TO: Curriculum Specialists _____
Counselors _____
Teachers/Faculty _____
Aides _____
Administrators _____
Other _____
_____
Total _____

By: Presentation - individual _____
- group _____
Seminar _____

At: AVTS _____
I.U. _____
High School _____
Other _____

Names of participants:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Comments: _____

_____

_____

_____

Location: _____ Visited by: _____

_____ Date: _____